Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. _X___New Course or _____Revision of Existing Course

2. **Course prefix and number:** ACC 5350/ MBA 5350

3. **Short title: Data-driven Storytelling**

4. **Long title: Data-driven Storytelling**

5. **Hours per week:** _3__ Class   ___ Lab   __3_ Credit

6. **Terms:** _X__ Fall   ___ Spring   ___ Summer   ___ On demand

7. **Initial term**: _X__ Fall   ___ Spring   ___ Summer   Year: 2024

8. **Catalog course description:** This course will explore the concepts of data storytelling, why it matters, and how it can transform research results into impactful narratives through which you influence clients, colleagues, and stakeholders to learn new insights, remember important findings, and have the confidence to act on them. Techniques of data collection, to analysis to, result reporting will be explored. Analytical and visualization tools such as Excel and Power BI will be implemented to analyze and create data visualizations for presentation.

9. **Course attributes:**

   General education component: _____

   ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    __X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    __X_ Face to Face   __X_ Online   __X_ Online Synchronous _X__ Online Asynchronous

    ___ Study Abroad

    _X__ Hybrid, specify approximate amount of on-line and face-to-face instruction 51% face to face, 49% on-line

11. **Course(s) to be deleted from the catalog once this course is approved**. N/A

12. **Equivalent course(s):** none

    a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes   _X__ No

13. **Prerequisite(s):** BUS 3500 with a C or better, or permission of the Chair of the School of Business and admission to the MBA degree program. It is encouraged that students have taken an upper-level applications course such as ACC 3950, MIS 3505, or MBA 5500.

   a. **Can prerequisite be taken concurrently?** ___ Yes   _X__ No

   b. **Minimum grade required for the prerequisite course(s)?** __C_

   c. **Use Banner coding to enforce prerequisite course(s)?** _X__ Yes   ___ No

   d. **Who may waive prerequisite(s)?**

      ___ No one   _X__ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. **Co-requisite(s):** N/A

15. **Enrollment restrictions**

   a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** any

   b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** none

16. **Repeat status:** _X__ May not be repeated   ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** N/A

18. **Grading methods:** __X_ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. **Special grading provisions:**

   ___ Grade for course will <u>not</u> count in a student's grade point average.

   ___ Grade for course will <u>not</u> count in hours toward graduation.

   ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

   ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. **Additional costs to students:**
   Supplemental Materials or Software N/A

   Course Fee _X__No ___Yes, Explain if yes_____

21. **Community college transfer:**

   ___ A community college course may be judged equivalent.

   _X__ A community college may <u>not</u> be judged equivalent.

   Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (PartI)

1. ___Course is required for the major(s) of MBA with Accounting Concentration

   ___Course is required for the minor(s) of Accounting

   ___Course is required for the certificate program(s) of _____

   __X_ Course is used as an elective for the MBA & MBA with Accountancy Concentration

2. **Rationale for proposal** : This course will have been offered twice as a special topics course in the Master's in Business Administration, Accountancy Concentration program and the discipline wishes to make it a permanent offering as an elective to complete the degree (proposal attached). It has also been cross-listed as an MBA special topics course, available to other MBA students as an elective. By proposing an ACC and MBA prefix, the course can easily be cross-listed to fill the requirement for the accountancy concentration students and serve as an elective for the MBA students.

   The course subject matter satisfies the need of the accounting and management professional to convey analytical findings to colleagues for the purposes of decision making. It addresses the step from quantitative analysis to qualitative assessment and presentation.

3. **Justifications for (answer N/A if not applicable)**

   Similarity to other courses:N/A

   Prerequisites: This course requires an elevated level of competency with Microsoft Excel to utilize the advanced features available within PowerBI. They must also be familiar with the basic functionality of Excel to complete the advanced visualization, data cleaning, and presentation exercises.

   Co-requisites:N/A

   Enrollment restrictions: N/A

   Writing active, intensive, centered: N/A

   Capstone as Senior Seminar: N/A

4. **General education assurances (answer N/A if not applicable)**

   General education component: N/A

   Curriculum: N/A

   Instruction: N/A

   Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Offering the course as an online class will create accessibility for MBA and MBA Accounting students. It will also allow the online MBA students to pursue the accountancy concentration or take this course as an elective.

Instruction: Instructional materials and assessments in the online course will be used to support students' learning. The instructor will have completed training (e.g. OCDI) for online course delivery and will sequence the presentation of content and pace the material so as to avoid content overload, and also personalize instruction to be relevant to the needs of individual participants. The curriculum will be designed especially for the short-term, collaborative nature of online learning. Course content will ultimately be organized in modules with clear deadlines for assigned work. Instructors will give simple, clearly defined assignments, and will not assign over-complicated tasks. Ample time will be provided for the completion of assigned work. Lectures will be reduced and balanced with open-ended remarks that elicit discussion and varying viewpoints. The curriculum will include a focus on application of knowledge to the real world, and it will foster critical thinking skills with opportunities for an interchange of ideas among students and instructor. A qualified online instructor will utilize the facilities that accommodate interactive, high quality instructional delivery. Students will watch videos, perform case study analyses, and receive lectures delivered from actual classroom settings where available.

Integrity: Students will use a log-in/password system to access and complete assessment materials. Lock Down Browsers or other such tool will be utilized in the testing process. Turnitin or other such tool will be utilized to identify and discourage written assignments from being plagiarized. Assessment materials will be difficult enough so that people who have not performed the requisite work in the course will be highly challenged to successfully complete the assignments. Many short assessments/exams will be embedded in class exercises so that it will be difficult for a student to have "help" available for all of them. The instructor will ask mastery-type questions so that a student must know the material himself/herself in order to answer the question (e.g., case studies vs. memorization questions). The instructor may ask students to relate the subject matter to their own personal/professional/life experiences so their answers are personalized and difficult to replicate. If the time frame allows, the instructor may require students to submit an outline and rough draft of essays before papers are due, so that the instructor can see the work in progress. Depending on technology capabilities, the instructor may limit the times when the online tests are available to ensure that tests are taken within a finite temporal window. The instructor may alternatively require one or more proctored, non-online examinations for course credit (i.e. on campus, at a testing center, library, etc.).

Interaction: The curriculum will be designed to promote synergistic online dialog among the participants. The instructor will create an atmosphere of collaborative teamwork and prioritize practices that help the students work with and learn from each other. The instructor will ask open-ended discussion questions that span different intellectual levels. The instructor will also strive to find a balance between autocratically leading the class and creating a democratic environment where students help each other meet the learning objectives. The instructor will provide for interaction time outside of the class by offering office hours in appropriate modes (face-2-face, online)

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: ACC 5350/ MBA 5350 Data-driven Storytelling
2. Catalog description: This course will explore the concepts of data storytelling, why it matters, and how it can transform research results into impactful narratives through which you influence clients, colleagues, and stakeholders to learn new insights, remember important findings, and have the confidence to act on them. Techniques of data collection, to analysis, to result reporting will be explored. Analytical and visualization tools such as Excel and Power BI will be implemented to analyze and create data visualizations for presentation.
3. Learning objectives. Upon successful completion of the course students will be able to:

1. To understand the tools of storytelling to produce effective communications with stakeholders. (GGL 1, 2, 3, 4)
2. Order data for analysis and creation of desired output. (GGL 1, 2)
3. To integrate appropriate visual content to achieve desired narrative goals that resonate with your audience. (GGL 2, 3, 4)
4. To create visual and narrative presentations using appropriate tools. (GGL 2, 3, 4)
5. Define and use appropriate checks and reasoning processes for ensuring data transparency, validity, and ethical use. (GGL 1, 2, 5)

4. Course materials.
   a. Nussbaumer Knaflic, Storytelling with Data (2015), Wiley Publishing
   b. Nussbaumer Knaflic, Storytelling with Data – Let's Practice! (2020), Wiley Publishing
   c. Huff, How to Lie with Statistics (1993), W. W. Norton & Company

5. Weekly outline of content based on one, 150-minute class session per week.

Weeks	Topics	Hours
1	Effective Storytelling; What makes a good story?	2.5
2	Data Ethics	2.5
3	Theory, Planning, and Design	2.5
4	Building a Presentation	2.5
5	Choosing the Correct Visual & Removing Clutter	2.5
6	Focusing Attention & Initial Visuals	2.5
7	Design	2.5
8	Dissecting Visuals	2.5
9	Introducing PowerBI	2.5
10	Data Cleaning and Ordering	2.5
11	Initial Presentations	2.5
12	Lessons in Storytelling	2.5
13	Finalizing the Story & Creating the Chart You Want	2.5
14	Challenges in Storytelling and Case Studies	2.5
15	Final Presentations	2.5
	Final Exam	2
	Total	37.5 + 2

6. Assignments and evaluation, including weights for final course grade.

Final Exam	200 points
Ethics Case (1)	200 points
Initial Presentation	50 points
Final Presentation	150 points
Homework	200 points
Excel Data Course	100 points
Total	900 points

7. Grading scale.
   A   ≥810 points or ≥90%
   B   ≥720 points or ≥80%

C	≥630 points or ≥70%
D	≥540 points or ≥60%
F	<540 points or <60%

Date approved by the department or school: Approved by Accounting Discipline 1/20/2023;
Approved by the SBUS Graduate Committee: 1/31/2023
Approved by the SBUS Curriculum Committee: N/A
Date approved by the college curriculum committee: 2/9/2023
Date approved by the Honors Council *(if this is an honors course):* **N/A**
Date approved by CAA:
Date approved by CGS: